

# PSIA-AASI-RM CHILDREN'S SPECIALIST 2 ASSESSMENT FORM 2018-19

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Candidate Name \_\_\_\_\_

Location \_\_\_\_\_

Examiner \_\_\_\_\_



## Did Not Attain CS2

## Attain CS2

This assessment form is for the evaluation of a participant's performance against the PSIA-AASI National Standards by the PSIA-Rocky Mountain-AASI education staff. Proficiency in each element is scored using the following scale.

**To attain Children's Specialist 2: All Scores Must AVERAGE 4 or higher.**

- 1:** Essential elements were not observed or not present.
- 2:** Essential elements are beginning to appear.
- 3:** Essential elements appear but not with consistency.
- 4:** Essential elements appear regularly at satisfactory level.
- 5:** Essential elements appear frequently above required level.
- 6:** Essential elements appear continuously at a superior level.

### WORKBOOK AND QUIZ.

#### PROFESSIONALISM

Application of all safety elements is appropriate to Age/Stage

PASS / FAIL

PASS / FAIL

PASS / FAIL

**IDENTIFICATION OF CAP / MA**      **Did Not Attain Level**      **Attain Level**

#### Cognitive

Compare observations to Piaget's model \_\_\_\_\_ **score:** \_\_\_\_\_

Support Identification of Learning Style from observations \_\_\_\_\_ **score:** \_\_\_\_\_

Support Identification of Multiple Intelligences from observations \_\_\_\_\_ **score:** \_\_\_\_\_

#### Affective

Support Identification of Student's needs (Maslow) \_\_\_\_\_ **score:** \_\_\_\_\_

Compare Observations to Kohlberg's Moral Stages \_\_\_\_\_ **score:** \_\_\_\_\_

Identify motivations and source \_\_\_\_\_ **score:** \_\_\_\_\_

#### Physical

Accurately Identifies Movements (Real) \_\_\_\_\_ **score:** \_\_\_\_\_

Accurate Prescription for Change (Ideal) \_\_\_\_\_ **score:** \_\_\_\_\_

Accuracy of Cause and Effect \_\_\_\_\_ **score:** \_\_\_\_\_

Relates Age & Stage Development to Movement Analysis \_\_\_\_\_ **score:** \_\_\_\_\_

**Movement Analysis Comment:**      **Age:** \_\_\_\_ **Name:** \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### MA Facilitation

### Did Not Attain Level

### Attain Level

Presentation Relevant to Goal Statement based on video \_\_\_\_\_ **score:** \_\_\_\_\_

Incorporates motivations of student \_\_\_\_\_ **score:** \_\_\_\_\_

Constructs positive learning environment \_\_\_\_\_ **score:** \_\_\_\_\_

Lesson utilizes PDAS \_\_\_\_\_ **score:** \_\_\_\_\_

Able to modify and design activities to include all components of the CAP model \_\_\_\_\_ **score:** \_\_\_\_\_

Compares, contrasts, and accurately demonstrates real and ideal movements \_\_\_\_\_ **score:** \_\_\_\_\_

Assesses and adapts delivery, group handling, and pacing based on student performance, goals and CAP model \_\_\_\_\_ **score:** \_\_\_\_\_

Feedback addresses the relationships of the CAP model \_\_\_\_\_ **score:** \_\_\_\_\_

### MA Facilitation Comment:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Teaching Component

### Did Not Attain Level

### Attain Level

Presentation relevant to Goal Statement based on scenario \_\_\_\_\_ **score:** \_\_\_\_\_

Incorporates motivations of student, parent, and instructor \_\_\_\_\_ **score:** \_\_\_\_\_

Constructs positive learning environment \_\_\_\_\_ **score:** \_\_\_\_\_

Lesson utilizes PDAS \_\_\_\_\_ **score:** \_\_\_\_\_

Able to modify and design activities to include all components of the CAP model \_\_\_\_\_ **score:** \_\_\_\_\_

Compares, contrasts, and accurately demonstrates real and ideal movements \_\_\_\_\_ **score:** \_\_\_\_\_

Assesses and adapts delivery, group handling, and pacing based on student performance, goals and CAP model \_\_\_\_\_ **score:** \_\_\_\_\_

Feedback addresses the relationships of the CAP model \_\_\_\_\_ **score:** \_\_\_\_\_

### Instruction Comment:

**Age:** \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Examiner:** \_\_\_\_\_